

COVERSHEET

EIA Program Report for FY2005-06 And Budget Request for FY 2006-07

Completed Program Report/Budget Request Not To Exceed Eight Pages and Must Be In
At Least Ten-Point Type

15 Copies and One Electronic File Are Requested by October 1, 2005

EIA PROGRAM NAME: Accelerated Schools Project

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FY 2005-06 EIA Program Report

EIA Program Name: Accelerated Schools Project

Mission Statement: The Accelerated Schools Project is committed to accelerating all students' learning. We believe all students should be actively engaged in learning and equipped to meet high standards. Accelerated schools share these characteristics: high expectations for all students; research-based approaches to meeting students' needs; stimulating and relevant instructional approaches; highly qualified teachers, and involvement of teachers, parents, and the community in the design and implementation of programs. To support these efforts, the South Carolina Accelerated Schools Project provides the following for participating schools:

- A structure and methods to create powerful learning environments in schools
- Staff training that is differentiated to meet each school's unique needs
- Networking opportunities for all schools within the state, region and nation
- On-site technical assistance
- Communication of events and of successes of schools within the network
- Assessment of schools' strengths, weaknesses and progress toward meeting goals
- Evaluation of schools' progress toward meeting Accelerated Schools Project benchmarks
- Representation of schools at the Accelerated Schools Project national level.

In Fall 2005, nine South Carolina schools serving 4,182 students were affiliated with the Accelerated Schools Project. Additionally, Accelerated Schools is partnering with Charleston County School District to serve an innovative program to accelerate learning of overage elementary and middle school students. The program is located in 20 classrooms in thirteen schools across the county. It serves 240 students.

Effectiveness Measures:

1. What were the objectives of this program during Fiscal Year 2004-05?
2. Were the Fiscal Year 2004-05 objectives met?

EOC Strategic Issue	1. ASP Objectives	Activity	2. Outcomes related to FY 2004-05 Objectives
Student Achievement	90% of schools will report increases in students scoring proficient or advanced in Math and ELA.	Accelerated Schools provides training to teachers and staff in planning processes and instructional strategies that align with our commitment to powerful learning (teaching and learning that is inclusive, learner centered, interactive, authentic, and continuous).	Averaging scores for nine schools affiliated in Accelerated Schools PLUS, results in the following: 5.84% fewer students scored below basic in ELA, and 3.35% fewer scored below basic in math. 3.55% more students scored proficient or advanced in ELA, and 3.87% more students scored proficient or advanced in math. In a survey of participating schools, 83% rated ASP as effective or very effective in increasing student achievement.
Teacher Quality	At least 90% of teachers will be involved in professional development through training sessions provided to the ASP network, through on-site technical assistance, or	Provided workshops and technical assistance that meets national standards. a. four full day training or network sessions focusing on inquiry, powerful learning, and planning. b. five - nine full days on site,	a. Approximately 140 staff (teachers, administrators, and classified) attended one of two regional network meetings. On a 4 point scale, participants rated network meetings a 3.39 and the sessions a 3.68 overall. b. Over 300 teachers (grades

	through participation in powerful learning laboratories.	providing support for learning strategies as identified by the school, evaluation, and individualized ASP planning (number of days vary by length of time affiliated with ASP). c. one national conference attended by SC teachers and administrators.	preK-8) and administrators participated in on-site trainings. c. Approximately 15 teachers and administrators attended the national conference. In a survey of participating schools, 100% rated ASP as effective or very effective in providing opportunities for teachers to improve on their teaching practices.
Community and Parental Support and Involvement	a. 90% of teachers will use the ASP inquiry process to investigate areas in which parental involvement should increase. Where needed, teachers will design activities to increase parental involvement. b. 90% of schools will report increased parental involvement	ASP provides assistance to teachers to promote parental involvement by: a-using the inquiry process to investigate areas where improvement is indicated b-design activities to increase parental involvement c-parents and staff view a video depicting school community support for ASP (optional) d- ASP staff present to parent groups e. Evaluate the degree of ASP implementation using TRACES (Tool for Reflection, Assessment, and Continuous Evaluation of Schools)	a- 100% of the schools included parent components in one or more cadres' taking stock procedures b- In a survey of participating schools, 100% rated ASP as effective or very effective in increasing parent and community involvement. c- 50% of ASP schools used the video with their PTA, School Improvement Council, or other community stakeholder group. d- 80% of ASP schools received a presentation from ASP staff for parent groups. e.100% of schools received satisfactory ratings on ASP's TRACES assessment instrument, including items related to parent involvement and satisfaction.
Safe and Healthy Schools	Teachers in 100% of schools will use the ASP inquiry process to investigate issues of school safety.	ASP provides assistance to teachers to promote safe and healthy schools by: a-using the inquiry process to investigate areas where improvement is indicated b-design activities to improve identified health and safety issues c. Evaluate the degree of ASP implementation using TRACES (Tool for Reflection, Assessment, and Continuous Evaluation of Schools)	a./b.100% of schools included health and safety issues in cadres' taking stock or inquiry process. b. In a survey of participating schools, 100% rated ASP as effective or very effective in assisting the school in creating a safe school environment. c. 100% of schools received satisfactory ratings on ASP's TRACES assessment instrument, including items related to creating a safe and healthy environment.
Governance and Structure	a. 100% of ASP schools will use or implement the ASP governance structure in which decisions are made by the entire school community through working cadres, as steering committee, and School as a Whole. b. ASP will evaluate the progress of participating schools using TRACES c. We will add at least two schools to the	a. Provided professional development and on-site support in establishing the governance structure. b. Use of the governance structure was assessed using the ASP annual assessment tool, Tool for Assessing School Progress (TASP). c. We met with State Department of Education staff and CCSD administrators to identify schools and programs for expansion.	a.100% of schools received professional development related to governance b.100% received satisfactory ratings on ASP's evaluation of project implementation. c. One special program that could be a model for future expansion was added.

	network.		
3. What are the objectives of this program in the current fiscal year, Fiscal Year 2005-06? Explain how, if any, the objectives have changed from the prior fiscal year and why.			
Focus	Objective	Change in Objective	Reason for Change in Objective
Student Achievement	Averages across affiliated schools will demonstrate movement of students out of below basic and into proficient and advanced in Math and ELA.	Focus on aggregate change rather than individual school change.	We seek improvement in all schools but look primarily for aggregate gains in both movement from below basic and movement into proficient and advanced.
Teacher Quality	a. 100% of teachers will be involved in professional development through training sessions provided to the ASP network, or through on-site technical assistance. b. Teachers will give the quality of professional development high ratings and will indicate how they will use it to improve student learning.	Inclusion of evaluation of professional development offerings	It is important to ascertain if the professional development is making a difference in teacher actions and student learning.
Community and Parental Support and Involvement	a. At least 90% of teachers will use the ASP inquiry process to investigate areas in which parental involvement should increase. Where needed, teachers will design activities to increase parental involvement. b. At least 90% of schools will report that ASP facilitated increased parental involvement	No change	
Safe and Healthy Schools	Teachers in 100% of schools will use the ASP inquiry process to investigate issues of school safety. b. At least 90% of schools will report that ASP facilitated creation of safe and healthy schools	Inclusion of assessment of ASP's impact on safe and healthy schools	It is important to document that the work had a positive impact on the school..
Governance and Structure	a. 100% of ASP schools will use or implement the ASP governance structure in which decisions are made by the entire school community through working cadres, as steering committee, and School as a Whole. b. ASP will evaluate the progress of participating schools using TRACES c. We will add at least two schools to the network.	No change	
4. What measures or data will be used to assess the effectiveness of this program in meeting its objectives for the current fiscal year, Fiscal Year 2005-06?			

5. What measurable actions will be taken to assure that the program objectives of the current fiscal year, Fiscal Year 2005-06, will be met?

Focus	Objective	Data Used to Assess Effectiveness of Program	Measurable Actions Taken.
Student Achievement	Averages across affiliated schools will demonstrate movement of students out of below basic and into proficient and advanced in Math and ELA.	Analysis of PACT scores.	Provide assistance in data analysis. Provide guidance in using curriculum and instruction to improve student achievement.
Teacher Quality	a. 100% of teachers will be involved in professional development through training sessions provided to the ASP network, or through on-site technical assistance. b. Teachers will give the quality of professional development high ratings and will indicate how they will use it to improve student learning.	a. Participation rates in efforts to improve teacher quality. b. Analysis of evaluations of professional development offerings	Provide on-site and group professional development aimed at improving teaching and using assessment data. Evaluate all professional development activities.
Community and Parental Support and Involvement	a. At least 90% of teachers will use the ASP inquiry process to investigate areas in which parental involvement should increase. Where needed, teachers will design activities to increase parental involvement. b. At least 90% of schools will report that ASP facilitated increased parental involvement	a. Action plans developed by schools related to increasing parental involvement. Reports of parental involvement. b. TRACES evaluation & follow up surveys	Provide on-site and group professional development aimed at improving parental involvement. Conduct a TRACES evaluation.
Safe and Healthy Schools	Teachers in 100% of schools will use the ASP inquiry process to investigate issues of school safety. b. At least 90% of schools will report that ASP facilitated creation of safe and healthy schools	a. Action plans developed by schools related to safe and healthy schools. b. Reports of school safety and TRACES evaluation	Provide on-site and group professional development aimed at school safety. Conduct a TRACES evaluation
Governance and Structure	a. 100% of ASP schools will use or implement the ASP governance structure in which decisions are made by the entire school community through working cadres, as steering committee, and School as a Whole. b. ASP will evaluate the progress of participating schools using TRACES c. We will add at least two schools to the network.	a./b. TRACES evidence that the governance structure is in place and decisions are made by the entire school community. c. Contracts with at least two additional schools	Conduct TRACES evaluations in schools. Provide awareness sessions to prospective schools.

FY 2006-07 EIA Budget Request

EIA Program Name: Accelerated Schools Project

Information provided below will be used by the EIA and Improvement Mechanisms Subcommittee in recommending funding levels for this EIA program in Fiscal Year 2005-06 and in any proviso changes.

- (1) FY 2005-06
Base Appropriation: \$ 125,000
- (2) FY 2006-07
Total Amount Requested: \$ 200,000
37.5% Increase Requested over FY2005-06 Base
0% Decrease Requested over FY2005-06 Base
- (3) Cost Estimates for Increase or Decrease in Funding for FY 2006-07

Identify how the requested increase or decrease in funding was calculated.

The Accelerated Schools Project has received EIA funding for approximately ten years. We have received level funding (\$125,000) over this period. Due to increased support, salary increases, and increased cost of travel to schools, we request the above increase.

FY 2006-07 EIA Budget Request Continued

- (4) Detailed justification for increase, decrease or maintenance of funding**

Based upon the total budget request for Fiscal Year 2006-07, what would be the program objectives for this program? Explain how the proposed increase, decrease or maintenance of funding affects the current program objectives.

The funds continue to make the Accelerated Schools Project an affordable school reform model for South Carolina schools. The Accelerated Schools Project is a national school reform initiative with state and regional provider centers established to provide services to local schools. When schools affiliate with ASP, they receive both on-site and regional support and networking from our staff. To support these services, fees set by the ASP National Center are \$61,500 a year for the first three years and \$15,000 a year for subsequent years. Through the funding provided through the EIA, we are able to reduce fees paid by South Carolina schools. Depending on the number of affiliated schools in South Carolina, fees are reduced approximated \$15,000 for each school. This has helped make affiliation with ASP much more affordable to schools and allows us to keep our level of service to schools at the national norm. The request for additional funds will help offset fee increases and will cover salary increases and travel expenses.

- (5) Detailed Justification for any additional FTEs Requested**

_____ none _____

FY 2006-07 EIA Budget Request Continued

(6) Please complete the following chart which will provide detailed budget and expenditure history.

Funding Sources	2003-04 Actual	2004-05 Actual	2005-06 Estimated	2006-07 Requested
EIA	119,327	125,000	125,000	200,000
General Fund				
Lottery				
Fees*(beginning 2004-05 school fees were paid directly to the ASP national center)	27,000			
Other Sources				
Grant				
Contributions, Foundation				
Other (Specify)				
Carry Forward from Prior Year				
TOTAL:	146,327	125,000	125,000	200,000

Expenditures	2003-04 Actual 630067	2004-05 Estimated 630078	2005-06 Estimated 630089	2006-07 Anticipated
Personal Service	\$86,028.31	\$82,157.19	\$89,589.00	\$120,000
Supplies & Materials	\$ 8,500.95	\$7,076.86	\$6,326.00	\$12,000
Contractual Services	\$ 7,822.84	\$3,331.36	0.00	\$24,600
Equipment	0.00	0.00		
Fixed Charges	\$ 189.00	\$5,775.00		
Travel	\$ 1,704.00	\$5,559.53	\$4,000.00	\$11,000
Allocations to Districts/Schools				
Employer Contributions	\$16,698.70	\$21,100.06	\$25,085.00	\$32,400
Other: Please explain				
Actual or possible budget cuts passed on by SDE. 2004-2005 funds will be allocated if budget cuts are not indicated.	\$5,673	\$0.00	\$0.00	\$0.00
Carry Forward to Prior Year	0.00	0.00		
TOTAL:	\$125,000.00	\$125,000.00	\$125,000	\$200,000
# FTES			1.75	2.0